



Coosa Elementary

45 Middle Road
Beaufort, SC 29907

Grades	PK-5 Elementary School	
Enrollment	660 Students	
Principal	Carmen Dillard	843-322-6100
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Good
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

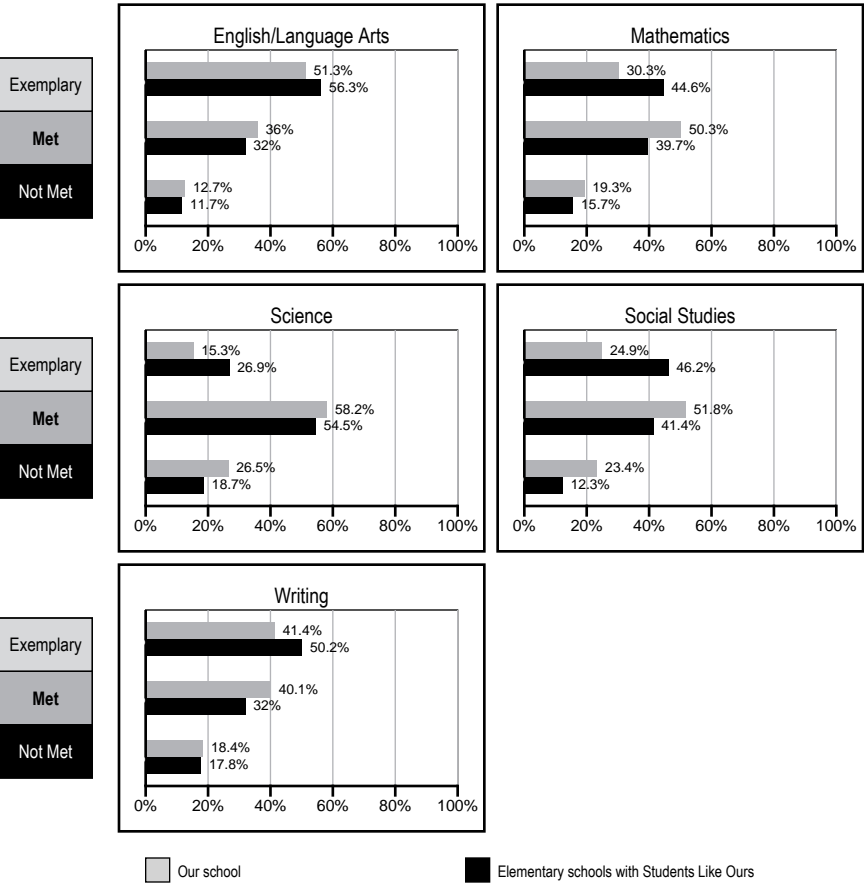
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 90.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	3	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=660)				
First graders who attended full-day kindergarten	100.0%	Up from 78.9%	100.0%	100.0%
Retention rate	1.6%	Down from 2.2%	1.2%	1.9%
Attendance rate	95.8%	Down from 96.1%	96.8%	96.3%
Eligible for gifted and talented	23.2%	Down from 26.9%	23.1%	10.0%
With disabilities other than speech	3.4%	Down from 3.6%	5.8%	7.7%
Older than usual for grade	0.4%	Up from 0.2%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	68.9%	Up from 56.5%	63.3%	59.4%
Continuing contract teachers	80.0%	Up from 78.3%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.0%	Down from 95.8%	87.6%	85.9%
Teacher attendance rate	94.9%	Up from 93.8%	95.1%	95.1%
Average teacher salary*	\$50,905	Up 3.1%	\$48,337	\$47,149
Professional development days/teacher	18.8 days	Up from 16.8 days	10.9 days	11.1 days
School				
Principal's years at school	1.0	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.7 to 1	19.6 to 1	18.8 to 1
Prime instructional time	89.4%	Up from 89.0%	90.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.3%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,912	Up 5.6%	\$6,763	\$7,458
Percent of expenditures for instruction**	70.8%	Up from 69.8%	73.2%	68.8%
Percent of expenditures for teacher salaries**	56.8%	Down from 67.5%	68.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Coosa Elementary School had a very successful 2008-2009 school year. The school met AYP (Adequate Yearly Progress) under the federal "No Child Left Behind" legislation. For the third year in a row, our students were recognized by the State of South Carolina for their academic achievement. This past year, Coosa was recognized by the SC Department of Education's Oversight Committee for "Closing the Achievement Gap" and earned the Silver Palmetto Award. While we are extremely proud of the student achievement results on the 2008 Palmetto Challenge Achievement Test and other national, state, and local assessments, we, as a school and community, continue to seek and implement ways to build on past success to maintain academic excellence.

As principal, I believe our past and present success is directly related to the participation, involvement, and combined efforts of motivated students, parents, staff, district administrators, and community volunteers. As with any organization, competent and dedicated people are key components. Coosa is fortunate to have a staff of experienced, diverse, and caring individuals. They model the importance of being life-long learners for the students to follow. This past year, the number of National Board Certified teachers grew to six, with five additional teachers in the process of pursuing National Board Certification. Additionally, four third and fourth grade teachers are completing gifted endorsement coursework to give us a total of seven gifted endorsed teachers working with those students. All Coosa teachers are embracing and using technology as part of instruction to prepare students for the 21st century. Throughout the school, each teacher is devoted to our mission of building "a safe, secure learning community that challenges students to become lifelong learners and productive citizens in our global society." We continue to hold high expectations of ourselves as educators, as well as our students. Student failure is unacceptable, and we work tirelessly to see that each and every student receives a rigorous and fulfilling education.

Community support for Coosa from comes from various sources. The Kiwanis Club and Rotary Club of Beaufort offer the gift of time with individual students. U.S. Marines stationed in Beaufort area volunteer their time, service, and assistance to work with students and assist teachers. The Coosa Business Partners offer assistance anytime they are asked, and a very active School Improvement Council participates in the development, implementation and monitoring of the Five Year Strategic Plan. This plan emphasizes improved student achievement in the areas of literacy, math, science and social studies, and includes character education, home-school communication, staff development, and technology components.

Coosa continues to build on a strong, viable relationship between the school and community stakeholders to benefit all of its students. Through this relationship, we continue to keep the value of student learning our first priority.

Carmen Dillard, Principal
Sherril Pelli, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	111	78
Percent satisfied with learning environment	100.0%	83.6%	87.2%
Percent satisfied with social and physical environment	97.5%	83.6%	85.9%
Percent satisfied with school-home relations	94.9%	84.5%	79.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	325	100	12.7	36	51.3	93	81.8	82.8	Yes	Yes
Gender										
Male	169	100	12.7	41.4	45.9	93.6	78.2	79.3	N/A	N/A
Female	156	100	12.6	30.1	57.3	92.3	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	236	100	9.1	31.4	59.5	95.5	92.4	89.5	Yes	Yes
African American	75	100	23.5	50	26.5	85.3	71.8	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	72.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
Disability Status										
Disabled	27	100	40	40	20	76	41.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	89	100	15.9	50	34.1	91.5	73.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	325	100	19.3	50.3	30.3	88.7	77.3	78.9	Yes	Yes
Gender										
Male	169	100	19.7	48.4	31.8	90.4	75.8	77	N/A	N/A
Female	156	100	18.9	52.4	28.7	86.7	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	236	100	10.9	51.4	37.7	93.6	89.8	87.2	Yes	Yes
African American	75	100	47.1	44.1	8.8	73.5	62.7	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
Disability Status										
Disabled	27	100	32	64	4	76	37.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	89	100	37.8	48.8	13.4	74.4	66.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	209	100	26.5	58.2	15.3	73.5	66.1	67.5
Gender								
Male	110	100	26.9	56.7	16.3	73.1	66.1	67
Female	99	100	26.1	59.8	14.1	73.9	66.1	68
Racial/Ethnic Group								
White	148	100	17.3	62.6	20.1	82.7	82.9	79.5
African American	51	100	N/AV	N/AV	N/AV	45.8	48.1	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	37.5	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	49.9	59.6
Socio-Economic Status								
Subsided meals	61	100	43.9	54.4	1.8	56.1	51.8	55.1

Social Studies

All Students	213	100	23.4	51.8	24.9	76.6	70.3	72.3
Gender								
Male	110	100	22.5	52.9	24.5	77.5	70	71.5
Female	103	100	24.2	50.5	25.3	75.8	70.6	73.2
Racial/Ethnic Group								
White	159	100	18.2	53.4	28.4	81.8	82.6	80.7
African American	48	100	38.6	45.5	15.9	61.4	58.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	19	100	58.8	29.4	11.8	41.2	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	56.2	67.9
Socio-Economic Status								
Subsided meals	57	100	24.5	67.9	7.5	75.5	58.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	328	100	18.4	40.1	41.4	81.6	68.6	70.2	95.8	96.4
Gender										
Male	169	100	21	43.3	35.7	79	61.3	63.2	95.3	96.3
Female	159	100	15.6	36.7	47.6	84.4	76.2	77.5	96.3	96.6
Racial/Ethnic Group										
White	240	100	12.1	40.2	47.8	87.9	82.7	79.1	95.7	96.4
African American	74	100	36.8	41.2	22.1	63.2	54.5	57.6	96.1	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.1	86.2	95.8	97.1
Hispanic	9	I/S	I/S	I/S	I/S	I/S	57.4	62.6	95.9	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	93.5	96.3
Disability Status										
Disabled	32	100	37.9	51.7	10.3	62.1	23.8	26.1	95.2	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	53.1	61.2	95.1	96.6
Socio-Economic Status										
Subsidized meals	89	100	31.3	43.4	25.3	68.7	55.9	58.9	95.7	96.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	111	100	16.3	30.8	52.9	83.7
	4	97	100	17.2	29	53.8	82.8
	5	117	100	4.9	47.6	47.6	95.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	111	100	26.9	40.4	32.7	73.1
	4	97	100	18.3	51.6	30.1	81.7
	5	117	100	12.6	59.2	28.2	87.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	54	100	32.7	51.9	15.4	67.3
	4	97	100	24.7	60.2	15.1	75.3
	5	58	100	23.5	60.8	15.7	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	57	100	21.2	61.5	17.3	78.8
	4	97	100	19.4	48.4	32.3	80.6
	5	59	100	32.7	48.1	19.2	67.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	113	100	25.5	39.6	34.9	74.5
	4	99	100	23.2	41.1	35.8	76.8
	5	116	100	6.8	39.8	53.4	93.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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